

In-service Training Module for Secondary Teachers



सत्यमेव जयते

State Council of Educational Research and Training, West Bengal
Government of West Bengal
25/3 Ballygunge Circular Road
Calcutta-700 -019

In-service Training Module for Secondary Teachers

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Foreword

The State Council of Educational Research and Training, West Bengal, as the name implies, conducts orientation courses and in-service - training for teachers of primary as well as secondary schools in West Bengal. This training module has been prepared with the specific objective to conduct in-service training of teachers of all the secondary schools located in and around Calcutta under the Indian Ordinance Factories Board, Defence Department, Govt. of India.*As requested by the RTI Icchapore , the course is being conducted for a period of 21 days at the Regional Training Institute, Icchapore, North 24-Parganas on and from the 11th May, 1998. We are, as a matter of fact, hard pressed with so many programmes; but we know Defence should get the top priority.

The course contents encompasses (i) Modern trends in education.(ii) Methodology of teaching (iii) Value education, (iv) Concept and measurement of personality (v) Institutional planning (vi) Physical education (vii) Micro-teaching (viii) Programmed instruction (ix) Lesson planning and (x) Work education

This 21-day training programme has been so designed as will certainly upgrade the skills of the teachers participating in the programme in class room transactions.As a matter of fact, the programme seeks to provide for experiences, motivation, encouragement, desirable attitudinal changes and skill formation in all the areas of secondary level curriculum. Distinguished educationists, curriculum developers, teacher-educators have been taken into consultation for preparation of the programme. The training Module, though prepared with a view to using in this particular programme, it is expected, ~~that it~~ will be equally effective and useful for any other programme of training for secondary level school teachers under the West Bengal Board Of Secondary Education.

Hats off to my senior most colleague Prof. S.K. Mukherjee for his untiring efforts to fructify the programme. My sincere thanks are also due to other colleagues who helped Prof. Mukherji in all respects. I express my heart felt thanks to all the teacher-educators, distinguished educationists who have been kind enough to

* However, the present module is equally relevant and useful for future in-service training of other secondary school teachers under West Bengal Board

take active part in implementation of the programme. I cordially thank Mr. H. C. Hangate Regional Director of Training, Regional Training Institute, Icchapore, Mr. P. R. Gayen, DGM Mr. G. C. Roy, Works Manager and Mr. B. N. Choudhury, Junior Works Manager for the initiative they have undertaken to implement this 21-day programme for the benefit of the teachers and students of their secondary schools at the behest of the SCERT, West Bengal.

We earnestly seek suggesstions and comments from all concerned with teacher training for the improvement of the module.

The responsibility of the errors that persists in is however, mine.

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ACKNOWLEDGEMENT

The inspiration to edit this module can be traced back to Dr. Madhusudan Chatterjee, the Director of SCERT, and the Chief Editor of the present volume. I am grateful to him for his untiring supervision and intellectually refreshing suggestions.

Portions of the objective and curriculum of the West Bengal Board of Secondary Education and West Bengal Board of Primary Education have been quoted in different pages of this volume for which I remain indebted to respective authorities of those Boards.

I also thankfully acknowledge the West Bengal District Primary Education Programme (WBDPEP), Department of School Education, Govt. of West Bengal for their valuable role in all possible manner.

I am also thankful to Sri Falguni Chakraborty, Swapan Sehanobish, N.C. Laha, Ranjan Saha and Smt. Shanta Dutta for co-operating in the matter of printing and designing this module. Finally, I am grateful to all the staffs of SCERT for their co-operation in every phase of preparation of this module.

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Section - I

General Objectives of Secondary Education

Some of the basic objectives of secondary education are enumerated below :

1. To ensure equal opportunity (enrolment), achievement, equality in achievement and retention to all the children within age group for secondary level.
 2. To usher in a secular, broad scientific and rational mentality, free from all sorts of communalism and separatism.
 3. To bring about a balanced development of physical, mental, intellectual and affective development of the learners.
 4. To bring about upliftment of regional language and literature in the interest of balanced development of education and culture of different region.
 5. To strengthen national integration.
 6. To develop respect for labour and labourer and to generate the sense of social responsibility.
 7. To bring about human resource development.
 8. To make the learners conscious about the principles of exploitation free, democratic socialism as envisaged in the constitution of India and to build him up as a future citizen of India, good, active successful.
 9. To create a mentality for universal brotherhood and world peace.
- As a matter of fact the secondary level curriculum and syllabuses should be so prepared as would enable a learner to struggle efficiently for his future life and lay foundation for his life-long education.

The present framework for curriculum and syllabuses at the secondary level is shown below :

| | | |
|----------------------|-----------------------------|-------------|
| (a) Language group : | First Language | : 200 marks |
| | Second Language | : 100 marks |
| | Sanskrit or third language* | : 100 marks |

* Only in classes VII and VIII

| | | |
|-----------------------------------|------------------|-------------|
| (b) Science group : | Mathematics | : 100 marks |
| | Physical Science | : 100 marks |
| | Life Science | : 100 marks |
| (c) India and her people : | History | : 100 marks |
| | Geography | : 100 marks |

One Additional Subject may be offered on optional basis from one of the formulated subjects (100 marks)

Marks in excess of 34 secured in the Additional Subject taken up on optional basis will be added to be total of a successful candidate to determine the division in which he /she will be placed.

Keeping in view the general objectives of secondary education as enumerated above, the aims and objectives of the study of other subjects included in the curriculum are determined. We have quoted them in the following few pages from the curriculum of syllabuses published by the West Bengal Board of Secondary Education in 1984.

I
LANGUAGE GROUP
FIRST LANGUAGE

A. Objectives Of Teaching A First Language

Language occupies a pivotal place in the child's educational programme. For, language as the basic ingredient of thought process gives concrete shape to ideas and conceptions and serves as vehicle of expression in oral, written and other forms. No one can develop precision of thought or clarity of ideas without facility of language. It is essential on the part of the pupil for effective functioning as a citizen. Moreover, it is through language that the child is introduced to the rich heritage of his peoples' ideas, emotions and aspirations. In it he finds a natural outlet for the expression of his aesthetic sense and appreciation, a source of joy and creative elements. The proper teaching of the mother tongue is the foundation of all education since on it depends, to a large extent, the blossoming of the intellectual capacity and colourful personality of the people.

The syllabus has been drawn up keeping this broad objective in view and arranged in progressive depth and width in consonance with the mental growth of the pupils of different classes.

OBJECTIVES

(For Classes VI to VIII)

The principal objectives of the study of the mother tongue will be to enable the pupil to :

- (1) Read aloud clearly, expressively and with proper intonation-both prose and poetry-avoiding monotonous and bored style of reading.
- (2) Speak and converse freely with lucid expression in coherent and relevant manner.
- (3) Write a neat hand writing legibility, beauty and reasonable speed.
- (4) Read silently with comprehension and speed suitable

passages on topics within his intellectual scope.

- (5) Describe in writing in a simple and clear style everyday happenings and occurrences, experience of incidents and enjoyment, results of observation and activities.
- (6) Consult dictionaries and other reference materials and profit thereby.
- (7) Form an acquaintance with the writings of the standard authors through a study of their works, extracts or condensations from them.

In continuation of the syllabus of the junior forms, the pupils will be progressively initiated into the realm of the mother tongue, its structure and wealth, its extent and vision.

The broad objectives of the study of the mother tongue in the upper forms will be to :

- (1) Acquaint the pupil with the basic structure of his mother tongue and important elements of its grammar and idiom.
- (2) Develop his ability to read aloud seen and unseen passages expressively and fluently with proper emphasis and articulation ; to read silently with reasonable speed comprehension.
- (3) Enable him :
 - (a) to reply to questions correctly, politely and without fumbling :
 - (b) to put forward his feelings and views clearly, cogently and effectively :
 - (c) to participate in discussions and conversation in a natural and graceful manner.
- (4) Appreciate and enjoy good literature in its various branches and imbibe noble sentiments and ideas as embodied therein.
- (5) Inspire him to creative literary activities through independent thinking and elegant self-expression.

II

SECOND LANGUAGE

Objective Of Teaching A Second Language

The main objective of the study of second language :

- (1) To enable pupils to attain working knowledge of the Language from utilitarian point of view.
- (2) To develop their capacity to express themselves in the language freely, correctly and with proper pronunciation in talks or conversation on ordinary topics.
- (3) To enable pupils to express their ideas of non-technical nature in simple correct language.
- (4) To generate in pupils a love of the language and a desire to cultivate it at leisure for pleasure and profit.

(1) ENGLISH (Second Language)

The main object should be to develop the student's language sense and linguistic skill and his ability to understand, speak, read and write general English. With that end in view, English as a Second Language, should be taught as an auxiliary Language to maintain communicative skill with other parts of India and outside. At the end of the Secondary course, a student ordinarily should have the ability to understand properly English in its simple and non-technical form and express himself freely in simple English. These should be regarded as a broad objective of teaching English at the Secondary stage.

III

THIRD LANGUAGE

Objectives Of Teaching A Third Language

- (1) To enable pupils to acquire basic preliminary knowledge of the language.
- (2) To awaken interest in pupils to compare and contrast fundamental rules and technicalities of the Third Languages with those of the First or Second.
- (3) To develop pupils' conception of the fact that languages are but sounds produced and guided by definite rules in their articulate

and written forms differing in intonation and script formation.

(4) To develop wider sympathy for and interest in people of different language groups and thus to generate liberality of mind.

IV

Science group MATHEMATICS

The Objectives of the Study of Mathematics at Secondary School Level

- (1) To develop powers of reasoning.
- (2) To enable to solve speedily the numerical and geometrical problems that arise in their school, family and community activities.
- (3) To encourage pupils to cultivate the qualities of exactness in expression and performance.

The aim of teaching Arithmetic and Algebra at secondary school level :

- (i) To make the pupils familiar with number system and basic operations on them and laws related to these operations.
- (ii) To acquire knowledge of manipulation with the elements of number system so as to make use of them in problems of daily life.

V

PHYSICAL SCIENCES

The Objectives Of The Study Of Physical Sciences (As spelt in 1974)

1. To initiate pupils into the realm of play and interplay of the laws of sciences in life and matter around.
2. To rouse in young mind a spirit of enquiry about the nature of matter and forces in nature.
3. To develop scientific attitude and enable pupils to understand the important scientific principles involved in the natural phenomena around.
4. To enable pupils to understand with insight the application of science to the service of man.
5. To develop respect for the Philosopher-Scientists whose contributions have benefited mankind.

6. To develop in the pupils of upper forms a spirit of research and experiments to probe into the hidden treasure of the science for enrichment of human life and civilization.

Objectives of the study of Physical Sciences :

(as Spelt in 1978)

The students should be acquainted with the following fundamental objectives of learning Physical Science :-

1. To initiate pupils into the realm of play and interplay of the laws of Sciences in life and matter around.

2. To rouse in the young mind a spirit of enquiry about the nature of matter and forces in nature.

3. To develop scientific attitude and enable pupils to understand the important scientific principles involved in the natural phenomena around.

4. To enable pupils to understand with insight the application of science to the service of man.

5. To develop respect for the Philosopher-Scientists whose contributions have benefited mankind.

Introduction : When teaching Science, it is essential that classes are made interesting. This is all the more necessary in lower classes. Otherwise, if once the students begin to be afraid of Science they will never again like it in future. In order to make classes interesting, experiments must be shown in the class as far as possible. If students themselves be taught to perform simple experiments, they will get much more interested in the subject. Then again, presentation of the subject (to students) is very important. Whether classes become dull or interesting, depends mainly upon how the teacher represents the subject to the students. Instead of simply stating facts themselves to the students, teachers should try to get them from students by putting suitable questions. This will encourage students to cultivate the habit of thinking and students will find the subject more interesting.

VI

SYLLABUS IN LIFE SCIENCE

Life Science is to be studied in the school with the idea to have

a correct perspective of human being in relation to the environment and other forms of different patterns of life as exemplified by the plants and animals. The common, as well as different, phenomena of life in relation to the structural and behavioural peculiarities are to be integrated in such a manner as to depict a composite and corroborated picture in which man himself forms the central figure. Isolated topics have been selected emphasizing demonstrable examples that will lead to the development of integrated scientific attitude, as well as comprehensive understanding of Science in general and Life Science in particular.

The syllabus of the Life Science has drawn with a view to teaching the students the use of their sense organs as well as to develop the proper perspective of man in relation to other organisms and also in reference to environment in which he lives. The course content has been mainly drawn to form a solid broadbased foundation during the study in Classes VI, VII and VIII and ultimately to lead to a comprehensive idea of the whole subject during the study in classes IX and X. In arranging the topics care has been taken to see that the various items are interrelated in such a manner as to present a composite rather than a detached idea about the individual items.

Proper implementation of the syllabus will depend much on the quality and the attitude of the teachers. The spirit of the syllabus rather than its language should be the guiding principle in teaching the subject. Interests and inquisitiveness in the mind of the students should be aroused so that this may be channelised and directed ultimately to the study of the science of which he himself forms the central pivot. Teaching of the basic principles should be imparted in the theoretical as well as in practical classes.

Laboratory facilities in the shape of specimens, charts, models, instrument and other apparatuses should be made available to the students.

Arrangement should be made for field study which, in fact, forms the crucial point in the study of Life Science.

The syllabus has been drawn on the basis of 375 periods of work in five years against 486 periods available for the subject.

The remaining 111 periods should be utilised in field study, collection and preservation of materials and performance of Project Experiments by the students themselves.

The Objectives Of The Study Of Life Science :

1. To awaken pupil's curiosity and interest in the plant, insect and animal life around him in his environment.
2. To form in the pupils habits of accurate observation and of testing knowledge by experiment.
3. To arouse awareness in the pupils of mutual interdependence of life-forms in nature and their relationship with the environment as a whole.
4. To give pupils an intelligent and appreciative insight into the working of the life processes in nature's kingdom.
5. To kindle pupils' love for fauna and flora.
6. To develop in the pupils of upper forms a spirit of research with a view to enriching human life.

VII

HISTORY

India and Her People

The aims and objectives of the study of history at the Secondary stage (Classes VI-X)

THE AIMS

A major aim of teaching history in secondary schools of West Bengal should be to rouse a spirit of enquiry and creative thinking and to develop an understanding of human societies and civilisations by a critical appreciation of the past. Another aim should be to help the students develop a concept of social evolution, the different social systems and stages of development of human civilisation so that they may have an idea of historical continuity; the past producing the present, by stages of social change. (This aim conforms to the modern concept of history as a social science).

OBJECTIVES

The objectives of teaching history should be :

- (i) To study the past to understand how the contemporary world is related to the past;
- (ii) To generate awareness of the diversity of human factors behind social evolution in various stages without placing disproportionate emphasis upon region, community or section;
- (iii) To disabuse the student's mind of the notions of racism, communalism, militant nationalism, regional or cultural chauvinism;
- (iv) In the case of Indian history in particular, to equip the student with an unbiased and scientific outlook regarding the past, an idea, of the varied geographical, ethnic or regional factors woven into the texture of Indian history which forms an integral part of human history.
- (v) To carry home to the students that outmoded traditions were changed and new norms were established in course of human civilisation which is a common heritage of man, to which all people (including Indians) made contributions.

Specific Objectives for Classes IX & X

1. To familiarise the student with the different categories and natures of historical sources.
2. To promote understanding of the common roots of human civilisation, the process and factors of change, the present state of civilisation, the interaction between various peoples, cultures, economies and nations.
3. To create awareness that there is no inherent superiority of any country or people, and that the complexities of the contemporary world were created by disparities within and between nations.
4. To help the student understand the inter-relation between political, social, economic, and religious and technological aspects of life mingled in a nation's history.
5. To help the student understand, in particular, the nature of historical changes in India vis-a-vis the phenomena of imperial-

ism, colonialism, emergence of nationalism, national movement for independence and material conditions of life in the global perspective.

Specific Objectives for Classes VI to VIII

1. To inculcate an awareness of the importance of historical sources and relics of the past.
2. To introduce to the student, in chronological and non-detailed from the different stages of human past and the achievements and failures of man.
3. To explain historical developments in India in relation to and in the perspective of the history of mankind in its different stages.
4. To highlight the nature of social development in India and the socio-economic background of present life.

VIII

GEOGRAPHY

The Aims and objectives of the Study of Geography at the Secondary Stage CLASSES VI–X

THE AIMS

The aims of teaching Geography to the pupils of Secondary Schools are to help them to know their country and people in the first instance and gradually to widen their geographical knowledge of other lands and peoples so that they could eventually conceive the entire world as the home to mankind, and be able to develop national as well as inter-national understanding of peoples living under different natural environments.

THE OBJECTIVES

1. To develop the knowledge of geographical facts, principles, terms,
2. (i) To develop the ability to recognise the effects of climate and topography on human activities.
(ii) To develop the understanding to relate geographic principles and knowledge to explain the Socio-economic activities and characteristics of people in India in particular and in other parts of the

world in general.

(iii) To develop the ability to understand the necessity for inter-dependence of regions and peoples.

3. (i) To develop the ability to relate geographic principles and knowledge to problems involving the development of man and material resources.

(ii) To develop the ability to use space and time concepts in solving problems (in a very broad way).

4. (i) To develop the ability to read and interpret maps.

(ii) To develop the ability to prepare maps, sketches, charts, diagrams and models.

5. (i) To develop a sense of awareness of the lives and activities of the people of India and some selected regions of the world.

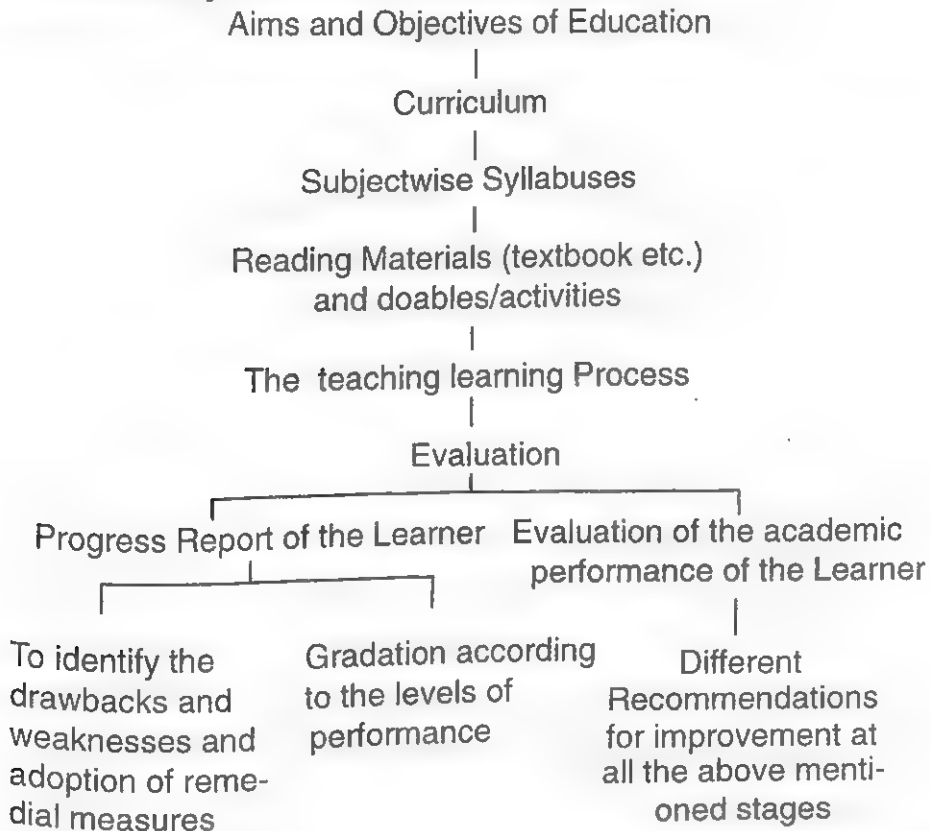
(ii) To develop a sense of national integration of India and inter-dependence of the different regions and peoples of the world.

6. To develop a scientific outlook in regard to the world and its existence.

Of all school subjects, 'Geography' is perhaps the best suited to bring about the international understanding as geography can show not only how peoples have lived and are living, but also what they have contributed to the common heritage of mankind as a result of the synthesis between environments and human activities. It is, therefore, desirable that the fundamentals of the geography of some typical regions (to be specified later on) where men live and work, with somewhat greater details of the Geography of the home country should be incorporated in the Geography Syllabus for Classes VI-X in all Secondary Schools. A graded course of different aspects of physical environments for the different age groups should also be included to stimulate the desire of the pupils in learning Geography as a synthetic science.

Different Parts/Ingredients in Educational Planning

In a dynamic society educational planning and strategy for implementation of the plans are widely discussed and are revised and extended to suit the changing needs of the dynamic society. The basic ingredients upon which this educational planning hinges may be indicated by a flow chart as shown below :



We can more briefly touch upon each of the above-mentioned parts of an educational plan.

1. Aims and Objectives: Aims and objectives lie at the very beginning of an educational plan. These aims and objectives must be very clearly set before the educational plan is launched. Based upon social justice and national integration and the economic system calls for rapid economic development through production and distribution that conforms to the democratic system. With this so-

cial philosophy and aspirations in end the aims and objectives of the secondary level education have been enumerated. We have shown them at the outset of our discussion.

2. Curriculum: It is necessary to have a clean idea about the exact role of a curriculum to implement / fructify the basic aims and objectives of education. The work of curriculum selection involves on the one hand determination of proper weightage to be given to different branches of knowledge such as language, science, humanities, vocations etc. and consideration of the interrelationship among different levels of education such as primary, secondary, higher secondary etc.

While spelling out these aims and objectives the following matters are usually taken into consideration :

(i) The social philosophy of life and the necessity for its fractification.

(ii) The necessity for both material and cultural development of the society.

(iii) The desirable physical, mental, intellectual and affective development of the learner.

(iv) The psychological base of the ongoing teaching learning process.

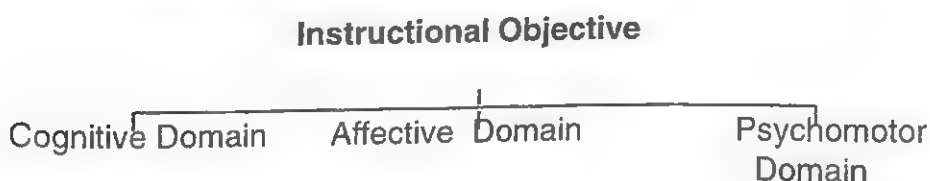
(v) The material and infrastructural capability of the society to fulfil the targets.

Unity in diversity is the basic characteristic of Indian history. India in its post independence era has been characterised by a system of secular, welfare democratic state set-up.

3. Syllabuses: It actually denotes the matters to be learnt and the activities to be under taken in the context of learning. The indications of the matters to be learnt as given in the syllabus are clarified and elaborated with illustrations in the text materials. These are known as Instructional Materials. These are classwise and subjectwise and give the details of activities to be carried out, strategies to be followed and practical works to be done. They are also aids to teaching and the teacher conduct the classroom and the teaches conduct the classroom transaction mostly with the help of these instructional materials and the students follow the text mate-

rials to learn the subject matters. While preparing the syllabus it is important to keep in mind whether the objectives and attitude that the syllabus indicates has been well reflected in the instructional / text materials.

4. The teaching-learning process : The "educational activity", consists of two parts : (i) the teaching-learning process and (ii) the evaluation. A teacher, before he undertakes educational activity, thinks of some objectives he seeks to attain. These are known as instructional objectives and their attainment brings about development in child in three areas as shown below :



5. Evaluation:

The last but not the least part of educational planning is evaluation. The basic purposes of evaluation are the following :

- i) To measure pupil's level of attainment of competencies
- ii) To diagnose pupil's weaknesses so that remedial teaching can be undertaken.
- iii) To predict pupil's future performance
- iv) To motivate pupil to learn
- v) To classify pupils in different grades so that those in lower grades can be subjected to remedial teaching with a view to promoting them to the upper grades.
- vi) To verify how far the teaching learning process is effective.
- vii) To assess the academic progress of the school
- viii) To offer vocational and educational guidance.

As a matter of fact evaluation seeks to measure the totality of expected development in learner where as an examination basically aims at measuring the subject-control achievement of competencies of a learner. Evaluation is more comprehensive concept

of measurement than is implied in conventional tests and examination.

The continuous and comprehensive evaluation actually is a process which aims at instant evaluation after a lesson is imparted written form basically to diagnose the pupil's drawbacks and weakness and to take up remedial teaching. periodic evaluation are also conducted in the process to measure the achievement level and to promote the overall level of learning as mentioned above.

Section II

Communication and Motivation :

We are aware that in recent years management science has made a major breakthrough in changing our basic concept on educational management under pedagogical approach. Each one of us is working in an organisational set up dealing with the guardians, pupils and public. Our every action is being watched by the guardians and our ability to tackle the organisational problem will prove our worth as a teacher or as an educationist. We should keep in mind our own sphere of activities. A head teacher works as head of a team. As heads they have to be better trained, better qualified and it will be their responsibility to build up their subordinates to the same level of knowledge and intelligence. I would like to introduce certain management concepts on which all round development or the system depends. These are :

- 1. Communication**
- 2. Motivation**
- 3. Public relation**
- 4. HRD (Human Resource Development)**
- 5. Team development.**

1. Communication :

The organisation is a net work of communication. How significant is communication to an organisation can be very well realised if one visualizes what would happen to an organisation if there was no communication. The communication patterns can be formal, official, structured and legitimate. They may also be informal, unofficial, less structured and less legitimate. The lines of authority are often taken as the lines of institutional communication. The term communication is derived from the Latin word *Communis* meaning common. The concept of commonness implies that there should be two or more entities amongst which the commonness is

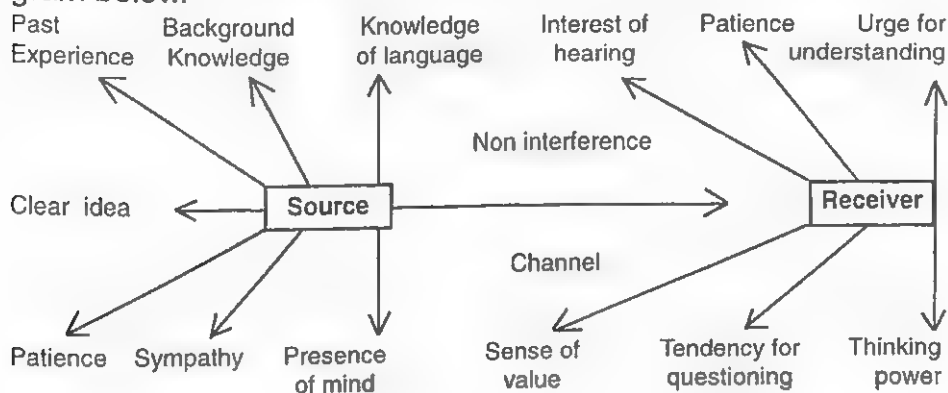
to be evolved. Communication is defined as the process of arriving at a common understanding about the phenomenon or an object. It may be the meaning of what words, symbols or gestures or other means of communication acts convey. Secondly, the common understanding includes partially common understanding also.

In organisational communication, heads often conceive that communication includes resultant action on the part of the receiver. Action is not an inclusive function of communication. Misunderstanding or misinterpreting any communication may be very costly for your organisation. There are various ways to improve organisational communication.

1. Build up face to face teachers-guardians, teachers-students relationship.
2. Care should be taken by the receiver for communicating the new programmes and new methods.
3. All receivers should use their past experience to understand messages in the current exposures.
4. Feed-back system should be established for all major communications.
5. Use of multiple channels for obtaining same message may help in establishing the accuracy of communication.
6. Interference in communication channel should be avoided.
7. Arrange teacher-guardian communication meetings.
8. Review meetings regarding remedial teaching.
9. Review meeting with public, panchyat and other associations.
10. Training of groups of people in communication.

Communication in an organisation is so vital and dynamic process, any failure to establish proper communication in an organisation may cause complete disruption of the services rendered by that organisation. Communication has a vital role to play for effective public relation. Mismanagement in proper communication may also result in severe criticism of the organisation and in our case it is the education deptt. of the State Government. Any communication is not an one-way traffic. It involves a two-way relationship between the Source and the Receiver. The process and

the factors determining perfect communication is shown in a diagram below.

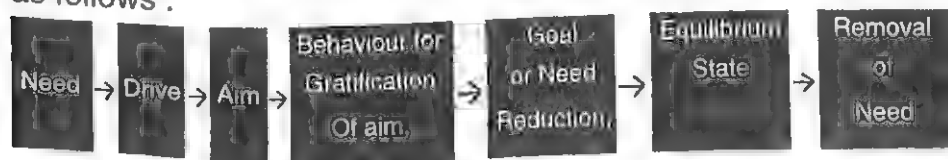


2. Motivation :

Motive is a spring source of action and it is feeling which induces or urges us for action. Some mental energies work behind motivation. They are :

1. Needs ;
2. Drive or generation of urges towards action ;
3. To proceed towards aim ;
4. Performance of the behaviour for gratification of the aim ;
5. Satisfaction of Need or Need Reduction ;
6. Removal of Need ;
7. Return back of Equilibrium state.

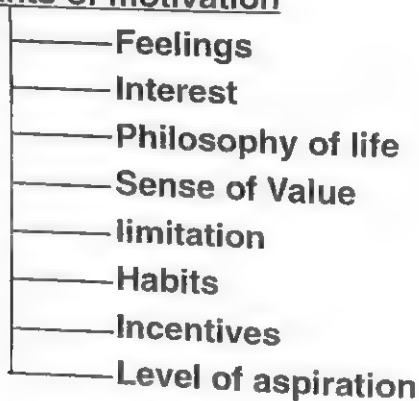
For example, a baby feels hungry, He/She needs food to satisfy hunger. He/She begins to cry for food. This type of behaviour towards fulfilment of aim is called motivation. When he gets food he is gratified with need and drive. Now he/she begins to play (comes to equilibrium state). So, we may draw a pictorial flow chart as follows :



There are some determinants of motivation. These are:

1. Feelings by which everybody wants to remove sufferings or pain and wants to be happy ;
2. Interest which generates inducement towards action and perfection ;
3. Philosophy of life which inspire one to work and create will to reach the aim of life ;
4. Sense of value which increases one's determination to work ;
5. Inducement to imitate leads one to follow the ideal behaviour of other which in its turn generates zeal to do work ;
6. Habits which increases functional autonomy ;
7. Incentives which inspire to work ;
8. Level of aspiration which determines the speed of our behaviours.

Determinants of motivation



Role of Motivation :

In the field of education role of motivation is very much important. It is necessary to motivate the teachers, students, guardians and community properly and in time to act towards universalisation of education specially primary education so that they can imbibe the three aspects of UEE :

- i. Universal access and enrolment ;
- ii. Universal retention of children ;
- iii. A substantial improvement in quality of education to enable all children to achieve essential levels of learning.

It is the first and foremost duty of us to motivate the teachers to be oriented and if the teachers can motivate the students properly then problem faced by the teachers towards teaching-learning process must be gratified to a greater extent because only motivatin can orient the students towards learning.

3. Public Relation :

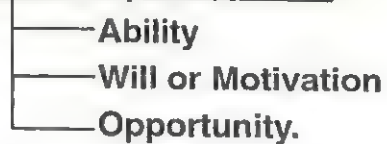
Communication is the main tool for effective public relation. Unless you can build up proper communication process in the organisation there ought to be failure in communicating the people. In an educational institution where the function is mainly guardian oriented there should be cordial interaction between the guardians, general public with every individual of the organisation. As such as a Head of the team you are to train yourself and your people for maintaining cordial relation with the guardians as well as public. Please remember you are basically a teacher and as such common people also expect that they get proper information, quick service and ideal behaviour from you and your colleagues.

4. Human Resource Development :

Human resource is the most valuable wealth. You might have heard the new word HRD and names of human resource development organisations for last couple of years. It is now felt necessary to develop manpower i.e. human resources to cope up with the ever growing change in technology, environment, people's expectations, aspirations and social values. Possibly with this need the HRD as a system became the most important subject of discussion of all organisations and at all forums. Even the Central Govt. has installed a Ministry of HRD. There

is still plenty of confusion, lack of clarity and misunderstanding on the role and function of HRD. While examining the process for Human Resource Development, We must find out the objective for installing any such system in an organisation. It is the "PERFORMANCE" as the focal point whether it is the individual, group or the organisation. There are three essential components of "PERFORMANCE" i.e. ability, will or motivation and opportunity. These three components should be developed in the organisation suitably and continuously.

Three components of performance



For ability I would mean selecting the right person for the right job at right time with right critical attributes. The components for the will to perform or motivation to perform are the personality, leadership and the reward system. Here the personality would mean individual superiority in terms of his skills in solving problem, knowledge and capabilities through his leadership. If you want any one to perform and contribute for the organisation, he must be given an opportunity. As such when we consider the HRD system, the process for performance is relevant and to have it meaningful, the three factors ability, will and opportunity have to be immensely developed in the organisation. This would mean that a well planned and designed process with date is generated within the organisation.

So far, organisations and people have kept their meaning to HRD as very limited. However, HRD has to be much more broad and has to be seen in totality relating to growth and development of an organisation. There should be three categorisation for HRD scheme i.e. Human Resource System, Human Resource Management and Human Resource Development.

- i. Human Resource System gives basically the foundation for installing the superstructure of Human Resource Management and Development. It ensures getting the right

people at right time, induct them, orient them and socialize them.

- ii. Human Resource Management design in fact decides how people are managed. People must get motivated to work. They should enjoy work, have job satisfaction.
- iii. Human Resource Development decides the main thrust to developmental processes in the organisation. With the changing situation due to improvement, people's expectations and aspirations there has to be a focus for merging of the organisational needs and the people's need. All these aspects of HED can be achieved through continuous training and proper motivation.

5. Team Development :

It is not an individual but all the teachers and others related to education as a team can lead an institution to achieve its goal. What is team work ? Often a team will need to pass through several stages of development during which other signs and characteristics will be exhibited. There are 4 stages of development of team in an institution.

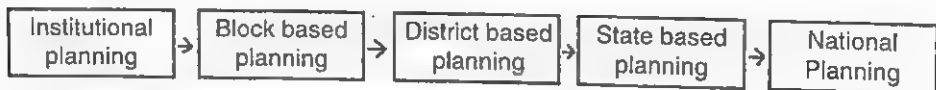
- i. An undeveloped team is the most common feature to be found in any institution. Teachers have to devote more time to consider how they should tackle the problem collectively in respect of Universalisation of primary education.
- ii. Stage of experimenting team, begins when the team decides that it wants to seriously review its operating methods, undertake activities which will improve its performance.
- iii. Consolidating team is a team which has worked on stage (i) and stage (ii) and begun to resolve any problem with much confidence, open approach and trust.
- iv. The matured team is a team that has passed through stage (i) It has the openness, concern and improved relationships of stage (ii) and the systematic approach of stage (iii) It can be utilised for solving any problem for the primary education. For forming a matured team you have to pass through the different states:

Section III

Institutional Planning :

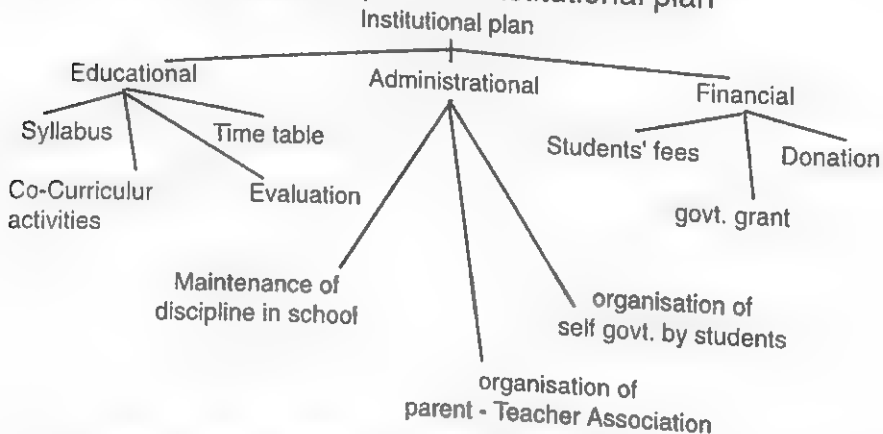
The development of an institution depends largely on judicious planning. In a democratic society like ours a successful plan involves those who participate directly as well as those who benefit from it.

Instead of following 'Downward Filtration theory', educational planning has to be decentralised to the Block level of each institution. National Educational planning is to be done according to following stages :



Instead of expected external aid an educational institution has to utilize properly these resources at its disposal. However, the main objective of institutional plan is to motivate the teachers.

The three aspects of institutional plan



The three different aspects of institutional planning are inter-dependent. For development of education both efficient administration and adequate financial support are needed.

Preparation of the Plan :

Educational planning should be as realistic as possible. Problems and needs of this institution are to be ascertained through proper survey. Keeping in view of the limitations of finance and

material, activities to be taken up should be selected on priority basis

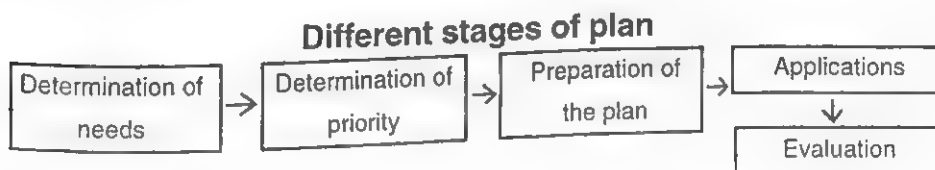
An institutional plan should include the following :

- (1) Object of planning
- (2) Required materials
- (3) Persons entrusted with different jobs.
- (4) Necessary finance and its sources.
- (5) Time to execute the plan

Evaluation of the programme :

Every now and then the programme should be reviewed and necessary changes should be made in the plan.

Institutional planning is a continuous process. In institutional planning, teachers, students, members of the managing committee, parents and other workers of this school should actively participate. An ideal institutional plan establishes close relation between school and society.



Section IV

Micro-Teaching

In 1963 a group of teacher-educators and educational research workers at Stanford University developed a new procedure called **micro-teaching**. Dr. D. Allen named it as micro-teaching.

What is Micro-Teaching :

Micro-teaching is a systematic training system in which the latest principle of learning theory have been incorporated. It is based on the teaching theory underlying **programmed learning & Computer assisted instruction**.

Other concepts of learning theory such as 'reinforcement' and 'feed back' are adopted in this procedure. 'Micro-teaching is a scaled down sample of teaching' (D. W. Allen)

Purpose of micro-teaching :

Micro-teaching procedure aim at simplifying the complexities of the regular teaching process by engaging the trainee in a scaled down teaching situation. It is reduced in terms of class-size, length of class time & teaching task. The length of the lesson is also reduced to ten minutes or so.

Method of micro-teaching :

In micro-teaching length of lesson, scope of the lesson, number of trainees (5-6), teaching time (7-10 minutes) have been reduced.

In Micro-teaching, following steps are undertaken :

(1) For successful teaching the nature of a desired skill is explained before the teacher-trainees. Why such skill is to be acquired?

What is its necessity in the field of training? These are to be discussed.

(2) The teacher-trainee then demonstrates the lesson before the students. At this time Video, taperecorder or film strips may be used.

(3) Then on the basis of the skill desired, a lesson plan is prepared. This is known as '**Plan session**'.

(4) One of the teacher-trainees in an artificial situation, gives

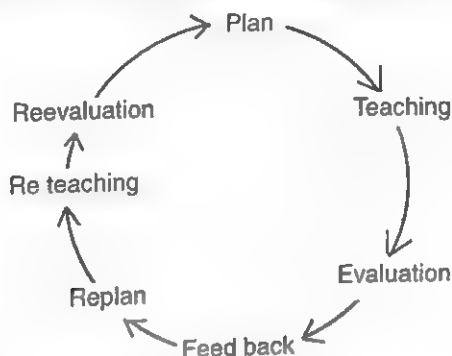
demonstration to a small group. The supervisors along **with** others watch the demonstration carefully and note **down** its defects.

(5) Along with the demonstration, feed back may be provided either with tape recorder or video tape. In order to make this demonstration free of defects, the supervisor criticises it thread bare. This is called the **Critique Session**.

(6) In order to make the skill of teaching effective, feed back is provided in the light of criticism and necessary modifications are made in the plan, or a **Replan may be necessary**.

(7) Corrected lesson is again given on a similar small group and it is supervised. In the reteaching stage, again feed back is provided. This Session is called **Refeed back Session**.

Thus, a Micro-teaching cycle is produced comprising plan, feed back, reteaching and refeed back. Until the teaching efficiency is sufficiently improved, this cycle of micro-teaching continues.



Application of Micro-teaching :

The effectiveness of micro teaching method has been proved by several studies in U. S. A. in the field of pre-service teacher education; In-service teacher education; Counselling; Medical education Industry Commerce Salesmanship Armed forces, Psychotherapy and human-relations and in higher education.

In India also, researches have been conducted to determine the utility of micro-teaching. For instance, Centre of Advanced study, Baroda, has conducted research on micro-teaching and the research findings reveal the effectiveness of the Micro-teaching.

Section V

Educational Technology

Introduction : By educational technology we mean the Behavioural science associated with the teaching learning process.

In recent years many countries have introduced technology into the basic curriculum for all children. For example, under the Law of December 1985, manual and technical subjects in secondary-school education are being replaced by a programme of technology education which includes informatics, electronics, machines and nutrition (UNESCO, 1986)

Technology is being integrated into the school curriculum in a number of ways, which include the following :

- 1) Technology as a separate subject.
- 2) Technology linked with Science.
- 3) Technology linked with other subjects of the curriculum, such as history & social studies.

Scope of Educational technology :

The role of educational technology is to develop the application of the behavioural science to education. Educational technology utilises the concept and knowledge of modern technology, psychology, sociology, communication process, linguistics and other subjects. Besides these it uses the Management principles of cost effectiveness and successful utilisation of material and human resources.

Often we wrongly presume that educational technology is nothing but the use of audio-visual aids. But this is not all though they are used occasionally in the class room teaching.

Infact, educational technology includes : The development, application and evaluation of systems, techniques and aids in the field of learning. That is, aims of teaching, media, special features of the media, principle of selection of materials and media, management of resources and their evaluation come under the purview of educational technology.

In brief, all kinds of important techniques helping teaching learning process fall within the scope of educational technology. Educa-

tion is a life-long process. It is not limited within the four walls of the school. To-day education is to be regarded as a **Science of training man**. This is why use of complicated scientific machine is unavoidable in the teaching learning process.

Pupils learn directly from school, library, museum etc. However, they learn many important things indirectly from Cinema, Newspapers, Radio, T.V and other mass-media.

As the use of these technological media has become indispensable in teaching learning process, we are facing certain problems. The problem is the want of teachers properly trained in educational technology.

Role of Teachers :

The success of educational technology depends fully on the role of teachers. He has to use Audio-Visual aids wisely. He must know when and in what context these aids are to be used. He must have proper training in handling these instruments.

Equipments of educational Technology :

Some of the equipments of educational technology are :

- (1) Visual aids.
- (2) Audio aids
- (3) Audio-Visual aids.
- (4) Computer
- (5) Micro teaching
- (6) Programmed Instruction
- (7) Teaching machines
- (8) Satellite communication
- (9) Demonstration in class room etc.

Visual Aids :

Some of the visual aids are : Black board, Flannel Board, Bulletin Board, Globe, Picture, Flash card, chart, poster, diagram, specimen, graph, Model, photograph, Magic Lantern, Epidiascope, projector, Motion pictures etc.

Audio Aids :

Important Audio Aids are : Tape Recorder, Radio and

Gramophone.

Audio-Visual aids :

Include Motion pictures and Television.

For learning language, Language laboratory is another example of educational technology. At present learning of important matters have become possible through satellite communication.

The application of computer in the field of education has revolutionised our educational system. It has become a powerful medium for correct and rapid transaction of educational informations. At present scoring of tests are being done through computer.

Precautions :

Technology is a complex integrated organisation of man and machine. So, the teacher has to take certain precautions while using these teaching aids. The teaching aids should be closely related to the contents of teaching. The teacher should not use them at random. The audio-visual aids should match the age and intellectual abilities of the pupil.

However, the teacher must be conscious about the limitations of the use of these aids. These aids can not take the teachers' place. They simply supplement class-room teaching.

Importance of educational technology :

We acquire knowledge through our senses. Learning lasts longer when both of our eyes and ear combine together. Many **abstract ideas** are concretised through audio-visual aids. Infact, use of educational technology makes learning lively and joyful.

Conclusion :

in recent years there has been an explosion of knowledge. So, with the explosion of knowledge, we need explosion of education too. In progressive countries, particularly in India, total eradication of illiteracy has become a serious problem. Here educational technology comes to our aid. In recent years open school and open University have come forward with technological media to educate our people. Thus, audio-visual aids are not only medium of our pleasure, it has thrown open the possibilities of complete eradication of mass illiteracy from this country.

Section VI

Low Cost Teaching Aids

Teaching aids mainly are required to grow interest among pupils. To present the matter in a class room by teaching aids, teacher must take the help of students so that students learn how to make and how to use the aids by low cost materials.

In case of science subjects, we can use some low cost teaching aids for demonstration of some topics. Let us discuss those :

- a) Invert a glass of water with a card covering the top : not a drop spilt.
- b) Pour out a glass of air.
- c) Oil can be crushed by air pressure
- d) Pick up tea cups with a balloon
- e) A bottle and a fountain
- f) Paper sheet and atmospheric pressure.
- g) How much oxygen is in the air.
- h) Oxygen is necessary for burning.

2. Some experiments on light :

- a) Linear propagation of light.
- b) Light rays made visible.
- c) A handy drawing mirror.

3. Some experiments on electricity :

- a) On static electricity by comb, woolen cloth etc.
- b) Make a simple cell.
- c) Make an electromagnet.
- d) Hydrolysis of water.

4. Make a model of solar system, Atomic Structural molecule.

5. Make a model of doublehelical structure of DNA.

6. Some simple experiments on sound.

7. Some simple experiments on Heat.

8. Preparation of 'Chart' on some definite topics on life science.

9. Some experiments on zoology and botany, such as photosynthesis, respiration etc.

Section VII

Concept & Measurement of personality :

What is personality ?

The word personality is derived from the Latin word *persona*. **Persona** was meant a mask which the ancient Greek actors used to enact the role of characters they portrayed on the stage. However, at present the term is explained in various ways.

Some Definitions :

J. P. Guilford (1952) defined personality as an **integrated pattern of traits**. It is the synthetic unity of all personal traits. All the mental traits such as emotions, intelligence, inputs should be organised and integrated into a unity. A sound personality comprises mental traits closely related and integrated. **McDougall** regards integration of personality as integration of intellect and integration character.

According to **Munn**, 'personality is the whole individual considered as a whole. Personality may be defined as the most characteristic integration of an individual's structures, mode of interests, attitude, behaviour, capacities, abilities and aptitudes'.

Watson (1930) on the basis of the behavioural studies defined personality as the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information. This definition reflects a narrow meaning of the term personality.

Catell (1970) and **Woodworth** (1954) have emphasised the organisational aspect of behaviour. According to Catell, 'personality is that which permits a prediction of what a person will do in a given situation'.

Woodworth defined personality as the total quality of an individual's behaviour.

Morton Prince (1929) stresses the importance of both hereditary and environmental factors to explain the term personality. According to him, "personality is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies acquired by

experience". But personality can not be described through merely summing up the various traits of a person. This definition of Morton Prince has ignored the integrated and organizational aspect of personality.

However, **Mark Sherman** (1979) and **Hartman** while describing personality put emphasis on integration.

Mark Sherman : "Personality is the characteristic pattern of behaviours, cognitions and emotions which may be experienced by the individual and/or manifest to others".

Hartman : "Personality is integrated organisation of all the pervasive characteristics of an individual as it manifests itself in focal distinctiveness to others."

Fredenburg in his book, **The psychology of personality and Adjustment** defines personality as "a stable system of complex characteristics by which the life pattern of the individual may be identified". Thus some psychologists while describing personality stresses the social qualities of a person and adjustment to his environment. Again while some stresses the importance of summative approach the others on integrative approach. Thus we see that the concept of personality is difficult to explain.

However, **Allport** (1948) gives a definition which is comprehensive and includes all aspects of an individual's personality,

Allport (1948) : "personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment".

This definition includes all conative cognitive and affective behaviour patterns of an individual. Instead of a particular behaviour it stresses the organisation of behaviour that helps an individual to properly adjust to his environment.

Allport's definition is significant because it is a synthesis of all definitions of personality.

Theories of personality : psychologists have developed several theories of Personality, which may be classified in to following categories :

- 1) Trait Theory
- 2) Type Theory
- 3) Psychoanalytic Theory

Trait Theory : Guilford defines personality as an integrated pattern of traits. According to him an individual is a bundle of traits. He defines trait as any common, relatively enduring way in which one person can differ from one another. Trait is relatively stable and consistent behaviour patterns of an individual.

Some characteristics of traits :

1) Traits are relatively stable. They are however not entirely static in nature.

2) Traits are **bipolar**, for example, simplicity - sophistication, dominance - submission.

3) Certain traits are **universal**, for instance nervousness, inferiority etc.

4) Traits are learned. Traits like inferiority, nervousness are products of interaction with social environment.

Allport (1967), Cattell (1973), Guilford (1952), and Eysenck have tried to explore trait dimensions.

Allport's Classification : Allport classified traits into three categories (1) Cardinal Traits, (2) Central Traits and (3) Secondary Traits.

1) Cardinal traits :

These are dominant traits and limited in number. They pervade the whole life of an individual. For instance, if a person has simplicity as a cardinal trait he will be simple in all thoughts and actions in every situations of life.

2) Central traits :

These traits are generalized dispositions which may be used to describe a person, eg, Co-operation, agreeableness, honesty etc.

3) Secondary traits :

These traits are less dominant than central or Cardinal traits. They are specific narrow traits and not integral parts of one's personality.

According to Allport personality is the dynamic organisation of all the traits that an individual possesses. To him traits have a real and vital existence.

To explain behaviour Allport gave a new dimension taking traits as the basic units of behaviour. However, his classification of traits

into cardinal, central and secondary is greatly confusing.

Cattell's classification : Cattell through factor analysis found 16 basic traits.

1. Cyclothymia - Schizothymia
2. General Intelligence - Mental defects
3. Emotional stability - Neuroticism
4. Dominance - Submission
5. Surgency - De surgency
6. Adventurism - Introversion
7. Positive Character - Immature character
8. Emotional sensitivity - Maturity
9. Paranoid Schizothymia - Trustful - Accessibility
10. Sophistication - Simplicity
11. Suspiciousness - Trustfulness
12. Self - sufficiency - Lack of Resolution
13. Radicalism - Conservatism
14. Bohemianism - practical concernedness
15. Relaxed - Tense
16. Controlled - Uncontrolled

He classified traits into four categories :

1) Common traits : These traits are widely distributed in general population, eg, honesty, Cooperation and aggression.

2) Unique traits : These traits are unique to a person, eg, emotional reactions, temperament traits.

3) Surface traits : These traits are known from overt behaviour eg, Curiosity, tactfulness.

4) Source traits : these are the underlying structures or sources which determine the behaviour of an individual, eg, submission and dominance.

Cattell emphasised the importance of both hereditary and environmental factors in the development of individual traits. He made use of the 16 factors in the measurement of personality by devising a personality inventory.

Eysenck's classification :

Eysenck a British Psychologist tried to synthesize the type and trait approaches. Like Cattell he adopted factor analysis technique

and grouped traits into definite personality types.

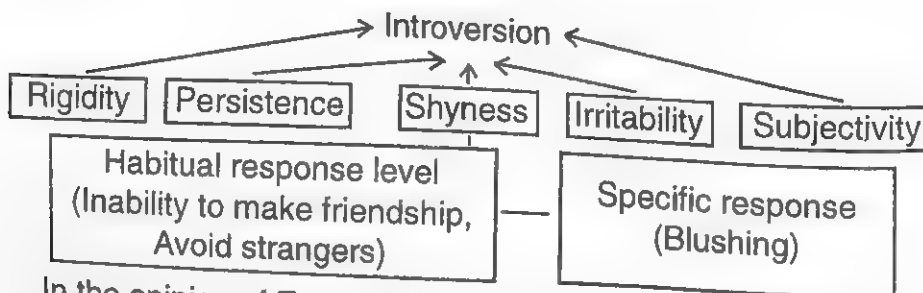
Eysenck found three basic dimension of personality

- 1) Introversion - Extroversion
- 2) Normality - Neuroticism
- 3) Psychoticism - Realism

Eysenck thought that people are ambivert. Purely introvert or purely extrovert people are very rare. He therefore used a dimension or a scale.

1) Introversion - Extroversion : On one end includes people who are highly extrovert. They are sociable, impulsive, optimistic and jolly. The other end of the dimension includes people who are, quiet, introspective and disciplined.

Eysenck tried to strike a synthesis between type and traits approach. He showed through factor analysis that a number of traits may be grouped together to form a definite personality type. For example, how a definite type of personality (Introversion) is formed out of organization of several traits is shown in the following illustration :



In the opinion of Eysenck there are four levels of behaviour. At the lowest level is a specific response, say blushing. In the second level some habitual responses are formed for example, the individual is unable to make friendship or hesitant to talk to strangers. At the third level the habitual responses give birth to a group of traits. In the fourth level these traits are organised to give birth to a type called as Introversion.

Type theory :

From ancient times philosophers and psychologists had attempted to classify human beings into clearly defined categories

called 'Types'. As early as 1876 Lombroso demonstrated that criminals are by birth a distinct 'type' and this type can be recognized by certain specific physical traits, such as asymmetrical cranium, protruding ears, sparse beard, broad chin and so on. However, these studies of the relation of physique with human behaviour have been attacked on the ground that they do not represent a normal sample of the total population.

Kretschmer's classification (constitutional type)

According to the German psychiatrist Earnest Kretschmer, all human beings can be classified on the basis of physical constitution. He thought that definite personality characteristics were related to each physical make-up.

Table - Kretschmer's classification

| Type | Personality characteristics |
|----------------------------------|--------------------------------------|
| 1. Pyknic (fat) | 1. Jolly, sociable, popular |
| 2. Asthenic (Tall and Thin) | 2. Controlled, idealist |
| 3. Hypoplastic (physically weak) | 3. Suffers from inferiority unsocial |
| 4. Athletic (strong) | 4. Energetic, Optimistic, normal |

Psychoanalytic theory :

the psychoanalytic theory was advocated by Sigmund Freud (1856 - 1939). C.G. Jung (1875 - 1961) was a close associate of Freud. He rejected 'Libido or sex' as the only driving force in life and developed analytical psychology.

Adler, who was a member of Freudian group developed a system of thought which is known as 'Individual - psychology'.

Adler opposed Freud's psychoanalytic approach of personality.

Freud's classification :

Freud on the basis of his theory of libidinal development identified three types of personality.

- 1) Oral - Erotic
- 2) Anal - Erotic
- 3) Genital type

Oral - Erotic Type :

At the oral stage of sex development the child shows excessive pleasures associated with sucking, biting and other activities in infancy. Fixation at the oral stage results in two types of personality in adult life :

i) Oral active type : The type of person is pessimistic and jealous.

ii) Oral passive type : This type of person is optimistic and immature.

(2) Anal - Erotic Type :

At the anal stage of sex development the child obtains satisfaction through anal activities. Fixation at the anal stage results in two types of personality in later life :

i) Sadistic type : This type of person obtains pleasure by oppressing others.

ii) Passive type : This type of person obtains pleasure from self - torturing.

(3) Genital Type :

In the phallic stage the child obtains satisfaction from touching rubbing and exhibiting genital organ. This type of person shows exhibitionism and 'boasting'.

Jung's Classification :

Jung classified human beings in to two distinct types i) Introvert and ii) extrovert

i) **Introvert** : The introverts are people whose interests are turned inward upon themselves. Introvert people are shy, avoid people, like to be alone and are very much self centered. Philosophers and scientists may be included in this category.

ii) **Extrovert** : The libido of such people is oriented towards the external world. They are social and friendly. Politicians, salesman and social workers may be termed as extroverts.

But in reality we do not find people belonging to such extreme types. Infact, they are ambivert or bi-vert. They can change and

adjust their behaviour according to new situations.

Adler's individual approach :

According to Adler human beings can not be divided into distinct types. Every person is unique in himself. People strive towards gaining superiority and power. Different people have different 'styles of life'. If we want to understand the nature of personality of a person we have to study his specific life style.

Criticism of the type approach :

Most theories of types have been criticised on the following grounds:

- 1) The idea of dividing human beings into distinct categories goes against the general laws of individual difference.
- 2) Types are discontinuous and non-measurable.

Assessment of personality :

There are various methods for assessment of personality. Phrenology, physiognomy, palmistry and Astrology are some of the Pseudo-Scientific methods which have been used to assess the personality of people since time immemorial. But these methods of personality assessment are not at all reliable. So they have been discarded and more reliable and scientific methods have been developed by psychologists. Some of the important methods may be discussed below :

1) Observation : Observation is the objective method of studying the behaviour of a person. There are two processes of observation. In open observation the observer does not hide himself from the subject and in second method, he observe the behaviour of his subject from behind a screen. The data which are obtained from observation can be carefully analysed classified and interpreted.

However, observation may be vitiated by certain defects. First, there is a tendency in the human mind to read its own thoughts, feelings and tendencies into other minds.

Secondly, bias and prejudice may vitiate our observation and affect our interpretation of others' behaviour. We do not usually find fault with our friends, but we always find fault with our enemies. Thirdly, hypocrisy of the person whose behaviour is observed, is a barrier to the correct interpretation of the behaviour. A person may always smile and yet be a villain.

However, to increase reliability, the observer may repeat observation in the same situation or a team of observers may observe the behaviour of the subject.

Situational Tests :

In situational tests the behaviour of an individual is assessed in an artificial situation. For instance, the honesty of a student may be evaluated in the examination hall without invigilators.

Again by using the technique of **Psychodrama**, the personality of an individual can be assessed. In psychodrama the individuals project their inner feelings in the role they play. Psychodrama is a therapeutic technique and is used to assess the personality of maladjusted persons.

However, it is difficult to use situational test technique because it needs trained psychologists to observe and interpret the behaviour of the objects.

(3) Interview :

Interview is an important technique to elicit personal information from the subject in face-to face contacts. On the basis of interview results most of the selections for different jobs and admission in various courses are made.

Interviews are of two types :

1. Unstructured and structured; In unstructured interview, the interviewer is free to ask the candidate any question on any subject relevant to the situation. The primary condition of this type of interview is that a perfect rapport is to be established with the subjects so that they can freely express their feelings.

To reduce the unreliability and bias of the interviewer, structured interview technique has been evolved in recent years. In struc-

tured interview a systematic pre determined approach is adopted and all the subjects are uniformly asked the similar questions. Usually a list of questions is prepared before-hand and all the subjects are to answer these pre-planned questions.

The limitations of the interview method are i) It needs a well-trained competent interviewer. ii) It is not free from the subjective bias of the interviewer iii) An hypocrite may hoodwink the interviewer by concealing his real thoughts and feelings. His response to questions may not tally with his intention.

(4) The Questionnaire method :

This method is used to assess personality traits. The individual is asked a large number of crucial questions, which he has to answer by saying 'Yes' or 'No'.

The following questions bring out extroversion or introversion of personality :

| | |
|---|----------|
| Do you like to talk before a group of people ? | Yes - No |
| Are you ordinarily a care free individual ? | Yes - No |
| Are you inclined to rush from one activity to another without having for rest ? | Yes -No |
| Are you at home among strangers ? | Yes - No |
| Do you make friends easily ? | Yes - No |
| Are you inclined to keep in the background on social occasions ? | Yes - No |
| Do you worry over what people think of you ? | Yes - No |
| Are you usually concerned about the future ? | Yes - No |
| Do you suffer from a feeling of inferiority ? | Yes - No |

The 'Yes' response to the first five of these questions is supposed to be the characteristics of the extrovert, while the last five indicate those of introvert. The score may simply be the number of answers 'Yes' or 'No'.

Personality Inventory :

The question may be used for collecting informations not connected specifically with personality traits. But personality inventory

is specifically developed to seek answers about the person and his personality.

R.S. Woodworth developed the first inventory consisting of 116 questions about common physical and mental traits.

Berhreuter devised a personality Inventory consisting of a set of items describing various aspects of introversion. **Minnesota Multiphasic Personality Inventory (MMPI)**

The Minnesota Multiphasic Personality Inventory (1943) was developed by J.C. MCKinley and S.R. Hathaway. The items of MMPI cover the total personality. The inventory consists of 550 items. Some of the items are as follows :

My soul some times leaves my body.

I have never been in love with any one.

Like to talk about sex.

There is some thing wrong with my sex organs etc.

The items are printed on separate cards. After reading the questions the subject responds, 'Yes', 'No' or 'Doubtful'.

This inventory was devised to detect pathological cases.

Projective Test :

The tests so far discussed evaluate the over conscious behaviour of a person. But projective tests attempt to reveal a person's unconscious repressed wishes.

Characteristics of Projective :

Projective tests generally have the following characteristics :

a) Projective tests attempt to study the totality of behaviour of a person. They try to evaluate the total personality of an individual rather than in fragments.

b) These tests use ambiguous material. The subject is free to interpret the test material in his own way revealing the unconscious phase of his mental life. The subject projects his inner thought in the test situations.

c) The purpose of the projective tests remain disguised. So

the subject reacts freely without hiding his real feelings.

Some of the projective tests are:

- 1) The word Association Test.
- 2) Sentence Completion Test
- 3) Rorschach Ink Blot Test
- 4) Thematic Apperception Test (TAT)
- 5) Children's Apperception Test (CAT)
- 6) Psychodrama
- 7) Sociodrama
- 8) Draw a man Test
- 9) Doll-play.

Teachers' role in Moulding Personality of a child

The aim of education is the harmonious development of personality of the young students. Therefore, the teacher has an important role in moulding the character and personality of the child under his care. He should carefully note the development of different traits of personality of the students concerned. He should note carefully if the development of personality is normal or abnormal. Thus he should be well conversant with the concept the normal and desirable traits and the technique of assessment of personality. He should also know the characteristics of maladjusted personality and remedial measures.

Section - VIII

Improvement Of The System Of School Examination And Related Issues

A few words about the concept to evaluation and evaluation techniques following the observations of the Kothari commission. (The Education commission, 1964-66).

Evaluation is a continuous process, forms an integral part of the total system of education, and is intimately related to educational objectives.

It exercises a great influence on the pupil's study habits and the teacher's methods of instruction and thus helps not only to measure educational achievement but also to improve it.

The techniques of evaluation are means of collecting evidence about the student's development in desirable directions.

As the common method (and often the only method) of evaluation used at present in India is the written examinations.

There are, however, several important aspects of the student's growth that cannot be measured by written examinations, and other methods such as observation techniques, oral tests and practical examinations have to be devised for collecting evidence for the purpose.

A major reorganisation of curriculum at the secondary level took place in 1974 with the introduction of the 10+2 pattern of school education. The parameters related to the reorientation of the content and process of education as indicated in the National Policy of Education (1986) are :-

- (i) access of education of a comparable quality for all irrespective of caste, creed, location or sex,
- (ii) introduction of the norm of minimum levels of learning for different stages,
- (iii) articulation of a national system of education with a common structure, national curricular framework which contains a common core and
- (iv) examination reform and introduction of evaluation as an ongoing process in schools for the improvement of teaching and

learning.

Reforms in examination have seen a subject of serious discussion for long. Some changes have been introduced in the system at the initiative of the NCERT in school examinations and the UGC in university examinations. In order to ensure that the method of assessment of students' performance is valid and reliable, the following measures are proposed :-

(i) public examinations would be held only at the levels of classes x and xii.

(ii) Decentralisation of the operation involved in the conduct of examinations to make the system work more effective,

(iii) Boards of secondary Education have to set up a number of sub-centres to decentralise the conduct of examinations,

(iv) In the event of decentralisation, the Boards of secondary Education would continue to get the question papers set and printed, consolidate the results of examinations and also undertake test checks at random basis of the functioning of sub-centres and

(v) Spot evaluation of answer scripts.

In order to attain the objective of integrating the process of evaluation with teaching and learning, several long-term reforms will be necessary. For this purpose, the following programmes have to be considered :-

(i) Boards of Secondary Education will lay down the levels of attainment expected at classes V, VIII, X and XII,

(ii) Boards will also prescribe the learning objectives corresponding to these levels of attainment in terms of knowledge and comprehension, communication, skills in the application of knowledge, and the ability to learn,

(iii) schemes of evaluation consisting of examinations to test those aspects of learning which can be assessed through formal examinations, and the procedure for assessing those aspects which cannot be tested through such an examination, will be developed,

(iv) Before question papers are set, a detailed design will be evolved indicating the weightage to be given to various areas of content, types of questions and the objectives of teaching-learning,

(v) Along with external examinations, continuous institutional evaluation of scholastic and non-scholastic aspects of education will be introduced,

(vi) Evaluation of students' performance will move towards cumulative grading system,

(vii) The possibility of establishing more than one Board of Education may be considered so that the number of students to be examined by one Board does not exceed one lakh.

Some general principles will have to be seriously considered in effecting improvement of system of School examination :-

(i) Integrity of the examiner is crucial to the credibility of the examination system. This credibility can be established by the openness of the examinations. The students have the inalienable right to scrutinise their answer scripts and its evaluation and also compare them with those of others,

(ii) The practice of declaring results in terms of over-all divisions and pass / fail may be reviewed and substituted by a system of declaration of results in terms of marks \ grades in each subject separately,

(iii) candidates should have the opportunity to improve upon their grades through subsequent attempts,

(iv) Intensive training programmes will have to be organised for paper -setters,

(v) Question Banks will be developed to assist paper setters,

(vi) A detailed marking scheme will also be developed to ensure objectivity in scoring answer scripts,

(vii) Attempts will have to be made towards a situation in which only those who teach will evaluate their students and

(viii) Programmes of training and orientation of teachers is expected to give special attention to new evaluation methodologies, setting of question papers, measurement of performances, etc.

Techniques of setting Good Question Papers are as follows :-

Written examinations as they are prevalent at present suffer from some serious shortcomings. These may conveniently be classified into

i) emphasis on memorisation, (ii) subjectivity, (iii) poor content coverage and (iv) some administrative defects

The steps may be classified problemwise .

Problem One

Steps to overcome the problem :

- a) Selection of instructional objectives of the subject in question.
- b) Giving proportionate weightage to each of the instructional objectives for framing questions testing each of them.

Resultant Outcome :

The aforesaid measures will help to achieve validity of the question paper.

Problem Two

Steps to overcome the problem :

- a) Developing a design of the question paper the design will include the following details :

- (i) Weightage to objectives
- (ii) Weightage to areas of content
- (iii) Weightage to different forms of questions
- (iv) Complete elimination of over-all options
- (v) Directions regarding administration of the question paper.

(b) Introduction of questions which can be assessed objectively viz., the short answer and objective type (multiple choice) questions.

(c) Wordings questions specifically so as to delimit the scope and length of the expected answer.

(d) Preparation of a Scoring key and a Marking Scheme.

Resultant Outcome :

This will ensure objectivity in setting the question papers, in writing the answers and in scoring the scripts :

Problem Three

Steps to overcome the problem :-

- (a) Selection of the major areas of content and giving proportionate weightage to them for framing question.
- (b) Constructing question equivalent to the halo of the respective weightages to different areas of the content.
- (c) Introduction of short answer and objective type questions in an

increasing measure.

(d) Restricting options.

Resultant Outcome :

The aforesaid steps would go to ensure higher reliability of the question paper.

Problem Four

Steps to overcome the problem :-

(a) the division of question paper into parts-part A consisting of fixed response questions and part B consisting of free response questions.

(b) Both sections should be administered simultaneously. The first one will need to be collected earlier after the expiry of a specified time limit say 30 minutes or so .

(c) Giving precise directions to the setters and the examiners for scoring the question papers.

Resultant Outcome :

The measures suggested above would make the best practicable.

To summarise, the steps to be followed in preparing a Good Question paper are as follows :-

A. Preparation of a Design

This lays down the chief dimensions of the question paper, viz.,

- (i) Weightage to objectives.
- (ii) Weightage to different areas of content.
- (iii) Weightage to different forms of questions.
- (iv) scheme of options.
- (v) Section in to question paper.

B. Preparation of a Blueprint

A blueprint gives details of the design in concrete terms.

C. Construction of questions based on the Blueprint

D. Editing the question paper

E. Preparation of the Scoring key and Marking Scheme

F. Preparation of the question-wise analysis.

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